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CORRESPONDENCE GROUP - SEQUENCE AND RATIONALES.

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A SEQUENTIAL, INSTRUCTIONAL STRATEGY WAS PRESENTED FOR DECODING LETTERS INTO SOUND. THE STRATEGY WAS INTENDED TO COMPLEMENT INSTRUCTIONAL PROGRAMS IN BEGINNING READING. LETTER-SOUND CORRESPONDENCES AND CONCEPTS WERE PROVIDED FOR ALL LETTERS OF THE ALPHABET AS THEY MIGHT OCCUR IN VARYING POSITIONS TO FORM ENGLISH WORDS. OF THE VOWELS, ONLY TWO VALUES WERE EXPLICITLY PRESENTED, SHORT AND LONG. THE PROGRAM WAS PREPARED AS PART OF "PROJECT LITERACY," A BASIC RESEARCH AND CURRICULUM DEVELOPMENT EFFORT IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF LITERACY SKILLS. (JH)

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Correspondence Group - Sequence & Rationales

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If reading instruction can be described as providing children with various strategies for decoding print, this program is intended to provide one specific strategy, i.e., decoding letters to sound. As such, this training in correspondences is meant to complement other types of reading instruction, not replace or take priority over them.

Content:

All letters are presented in most positions with at least one sound value. Of the vowels, only two values are explicitly presented, short and long.

General Approach:

Details of classroom procedure have not been thoroughly elaborated. However:

1. Whole words are used to demonstrate similarities and contrasts.

2. New words are built by adding to a previously presented limited inventory of letters occurring in words.

3. Words are presented both in isolation and in sentences.

4. Many concepts are presented early. Standards of mastery may be low initially, since the same concepts constantly recur and are reviewed.

5. Provisions for informal testing and more detailed subroutines are to be supplied.

6. It is assumed that useful words that are irregular will be presented in other parts of the reading program and should not be formally analyzed here.

Assumptions:

Children know names of letters, and are familar with capitals and basic rules of punctuation.

General Sequence:

1. Early letters were chosen to form whole words.

2. Later letters were chosen, not only to expand the inventory of words, but to provide practice on previously presented letters.

3. Correspondences requiring new concepts are alternated with regular, but progressively less frequent, correspondences.

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Specific Sequence:

Letter-sound correspondences and concepts	Rationale
d m s a 1. Letters stand for sounds. Here each letter stands for one sound. 2. Letters, like sounds, occur in different positions of a word. 3. Order is significant. 4. Not explicit: Vowels are phonetically & distributionally different. E.g., only vowels fit in the frame s__t.	Letters chosen for: 1. graphic contrast 2. phonetic contrast 3. productivity (high frequency in first grade words and combinability with concurrently presented inventory) (N.B. Working notions: 1) word 2) sentence 3) beginning and end.)
t	Regularity and productivity in previous pattern.
i	Productivity.
-e as a marker for a & i a) A letter can stand for more than one sound b) Another letter may signal the appropriate sound c) The marking letter does not stand for a sound itself	Productivity of pattern and concept NB - medial e is not introduced early because it is not productive, especially in -eCe pattern.
Morphological endings -s on sits (vb.) dams (n.)	Plurality and 3rd sing. pres. are represented by -s. Teacher ignores s/z distinction in sound. Presented in context, e.g., 1. mat; 2. mats.

n	Regularity, and productivity, especially in final position and with marker - e in - VCe pattern.
sh A combination of two letters may stand for one sound.	Productivity N.B. h has not been introduced alone. The combination sh does not occur with marker -e.
Morphological -es dishes, dashes	Usefulness. This presents the other spelled form of plural and 3rd sing. pres.
p	Productivity, especially with marker -e. Review of earlier concepts. At this point, standards of mastery of old material are high. Regular new letters should be assimilated quickly.
Disyllabic words. Familiar letter-sound patterns occur in longer words.	Teacher only exemplifies this concept by presenting words. Children are not expected to read them, but to recognize partial identity with familiar words.
Morphological endings - ing, -er	Productive in forming disyllabic words.
o -oCe	Productivity
ch- -tch Pairs of this type are positional graphic variants of one sound.	Productivity. (tch only with short vowels). At this point, present other positional variants, in monosyllabic words, e.g. miss, sit.
wh-	Not productive in terms of this inventory, but important because of its occurrence in a small number of highly frequent words.
f -ff	Productivity.
b	Productivity

-y	Productivity in final position, especially in the pattern -V̄C, C,y and -V̄C, y. taffy pony daddy bāby Bobby shady Sammy tiny
More disyllabic words	Long words, other than those ending in -y, which begin with familiar patterns are presented. Children expected to identify stretches in addition to recognizing that they are familiar. chatter fantastic chipmunk battle chimney bottle
-u- uCe	Productivity. Few words in expanded inventory require /yuw/ instead /uw/, e.g., mute. Teacher does not make a point of them.
h-	Productivity.
th (voiceless)	Not highly productive, but regular. N.B. Voiced <u>th</u> is not specifically taught, since it appears in common function words. -the as in <u>bathe</u> is not presented.
-ng	Productive.
More disyllabics	No distinction is pointed out between occurrence of /g/ in <u>finger</u> but not in <u>singer</u>.
l- in initial position only	Productive. Final -l postponed because of effect on preceding vowels, e.g. fall, pull.
r- in initial position only	Productive, but -r postponed for same reason as -l.

Initial clusters of familiar letters with l and r. sl, dr, tr, shr, pr, pl, fr, fl, br, bl Familar consonant letters combine with other familiar consonants, each consonant keeping its same value.	Productive.
More disyllabics.	Productive.
-e- and -ee-	Short -e is productive in the inventory at this point. Since -eCe is not, -ee- is introduced as the long counterpart.
final consonant clusters -nt, -st, -sk, -ft.	Productive, especially with -e-.
w-	Regular. wa- ignored here.
-ck	Productive and regular
c-, k-	Only "hard" /k/ value given, since /s/ and /ǰ/ not productive. Taught together.
-ke	Productive with long vowels.
-g	Only /g/ value. -ge and -dge not introduced, since hardly productive.
-x v- -ve y- z- -zz qu- j-	Presented in order to provide at least one value for each letter.

Not included:
Vowels before -l and -r
Vowel digraphs
"Soft" c and g
Many uncommon correspondences, e.g. "ch" /k/
Derivational suffixes
Many consonant clusters